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ABSTRACT

A personal growth course was developed and taught at Houston Community College (Texas) during the fall of 1974. Ninety students in 10 sections were given three semester hours of academic credit upon successful completion of the course. Fifteen three-hour classes were conducted. The first 12 sessions were designed primarily to increase the students' self-awareness and self-understanding with a minimal focus on producing behavioral change. The last three classes were designed to help the student build a personal growth plan based on the self-awareness and self-understanding gained from the first 12 sessions. Each class session began with a stated objective, and students were provided with structured activities. Students were encouraged to express themselves freely and to provide feedback to others. The Personal Orientation Inventory and a specially designed Perception of Problem-Solving and Decision-Making Scale were administered on the first night of class and again on the last night of class. Scores on inner direction, self-acceptance, self-regard, capacity for intimate contact, spontaneity, existentiality, acceptance of aggression, self-actualizing value energy, and time competency increased significantly. Test data are organized into tables, and a complete course syllabus is appended. (Author/NHM)

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HUMAN DEVELOPMENT INSTRUCTION IN THE COMMUNITY COLLEGE:

A SUMMARY REPORT OF A PERSONAL GROWTH COURSE

INTRODUCTION

Community college counselors across the nation appear to be moving toward a more proactive stance which forcuses on preventing problems from occuring by instructing courses that assist students in acquiring the basic life skills necessary to function adequately. As stated by Brown in Student Development in Higher Education-A Return to the Academy:

> It is now time for student development functions to become curricular--with no prefix added. This means legitimitizing current out-of-class experiences by making them available more systematically to all students and by giving them some type of academic recognition.

In response to this approach, a personal growth course was developed and taught at Houston Community College during the fall of 1974. Classes were limited to fifteen students. Ninety (90) students in 10 classes voluntarily participated. Students were given 3 semester hours of academic credit upon successful completion of the courses.

Fifteen three hour classes were conducted. The first twelve sessions were designed primarily to increase the students' self-awareness and self-understanding with a minimal focus on producing behavioral change. The last three classes were designed to help the student build a personal growth plan based on the self-awareness and self-understanding gained from the first twelve sessions.

Each class session began with a stated objective and students were provided with structured activities. Students' experiences were utilized as the main source of data. They were encouraged to express themselves freely and to provide feedback to others. Emphasis was on drawing from each student the latent capacities for helping themselves and others.

GOALS

The overriding purpose of this course was to facilitate students in gaining the understandings and skills necessary to actualize their potential. Specific goals were as follows:

JC 760 030

1. To increase self-understanding and self-acceptance.

2. To refine problem-solving and decision-making skills.

3. To clarify values.

PROCEDURE

The Personal Orientation Inventory (POI) and a specially designed Perception of Problem-Solving and Decision-Making Scale (PSDM) (See Appendix A) were administered on the first night of class and again on the last night of class, T-tests for significant difference between means were calculated to determine if significant changes occurred on the measured variables. A .05 level of significance was set.

To evaluate achievement of each goal the following hypotheses were tested. Scores from the scales on the POI and PSDM were used as measures of achievement.

Goal 1: To increase self-understanding and self-acceptance.

A. There will be an increase in inner support. (POI)
B. There will be an increase in spontaneity. (POI)
C. There will be an increase in feeling reactivity. POI)
D. There will be an increase in self-regard. (POI)
E. There will be an increase in self-acceptance. (POI)
F. There will be an increase in the positive view of the nature of man. (POI)
G. There will be an increase in the acceptance of aggression. (POI)
H. There will be an increase in the capacity for intimate contact. (POI)

Goal 2: To refine problem-solving and decision-making skills.

A. There will be an increase in time competence. (POI)
B. There will be an increase in synergy. (POI)
C. There will be a significant movement toward one's increased perception to make decisions and solve problems. (PSDM)

Goal 3: To clarify values.

A. There will be an increase in self-actualizing value. (POI)
B. There will be an increase in existentiality. (POI)

COURSE DESCRIPTON

Fifteen three hour sessions were conducted. The first week of class was devoted to administrative procedures and pre-testing. Session 1 of the fifteen three hour sessions began the second week of class.

SESSION 1: Getting Acquainted and Determination of Course Goals.

The objective of session one was to assist students in getting acquainted with each other and to explain the goals and requirements of the course.

The grading for the course was as follows:

Attendance and Participation	70%
Special Class Project (To be determined by class)	10%
Text Reading (I Ain't Much Baby, But I'm All I've Got by Jess Lair)	10%
Individual Personal Growth Project (To be determined by the student)	10%

A brief description of the goals of the course and grading was conducted. Students were then involved in a getting acquainted exercise. They were given a list of adjectives and asked to pick the three which were most descriptive of them. They were then divided into pairs to share their descriptions. After a short period of time they were invited back into the large group to introduce their partner.

Next, students were given a copy of the goals of the class and asked to write definitions of these goals as they perceived them. The class was concluded with a discussion of these goals.

SESSION 2: Self-Learning and Relationship-Learning

The objective of session two was to increase students' awareness of the importance of two kinds of learning: (1) self-learning and (2) relationship-learning.

Exercises were conducted that assisted students in identifying the things they wanted to learn about themselves and things they wanted to learn about others.

The class was concluded with a discussion and determination of the previously assigned class project and individual personal growth project.

SESSION 3: Awareness of Where You Are in Your Life

The objective of this session was to help students increase awareness of where they perceived their current status in the following areas:

Career Development
Relations On The Job
Relationships With Friends
Relationships With Family Members
Understanding of Your Personal Meaning in Life
How Others View You
How You View Others

Students were asked to focus on persent views and to present them to classmates. The class was divided into tryads for this discussion. After a discussion of each topic the total class briefly discussed the issues.

SESSION 4: Clarification of Life Goals

The objective of this session was to clarify students' life goals and to ascertain what they were presently doing to achieve them. Time logs from the previous week were maintained to assess what students were doing to achieve their goals.

The first part of session 4 was to clarify life goals and the last part was to assess the relationship between life goals and behaviors for achieving goals.

SESSION 5: Clarification of Personal Values

Session five was designed to help students clarify personal values in relation to their life goals.

SESSION 6: My Value As a Person

The objective of this session was to help students see the relationship between their value as a person and behavior in predominant life situations. A discussion and assessment of their self-concept was made through specially designed disanostic instruments.

SESSION 7: Understanding My Communication Style

The objective of this session was to assist students in identifying their communication style. A Communication Style Questionnaire was administered and students were grouped for discussion purposes according to their communication style.

SESSION 8: A Exercise In Communication

The objective of this session was to help students practice various skills necessary for communication. Focus was on listening and responding skills.

Students were given some of the basic techniques of listening and responding and then divided into small groups to practice these skills.

SESSION 9: Exploring My Relationships With Others

The objective of this session was to assist students to identify the people they know who could help them develop a sense of well-being. Weiss's categories of relationships was utilized. Students were asked to identify the people they knew according to the following classfication:

Knowing People Who Share Our Concerns

Knowing People We can Depend Upon In a Pinch

Having One or More Really Close Friends

Knowing People Who Respect Our Compentence

SESSION 10: Analysis of Strengths and Weaknesses

The objective of this session was to assist students in identifying specific strengths and weaknesses. Self-analysis and feedback from others were utilized.

SESSION 11: Analysis of Personal Commitments.

The objective of this session was to help students identify any personal commitments they had made which would either help or hinder their personal growth.

An analysis of these commitments and why they were made was conducted.

SESSION 12: Identification of Personal Problems

The students were asked to develop five personal growth objectives which could be completed within the next six months. For each objective students were to develop a five step plan for implementation. Feedback from classmates as to the feasibility objective was obtained.

DISCUSSION

Questions one through five on the Perception of Problem-Solving and Decision-Making Scale measured perception of one's ability to make decisions. A t-ratio of 6.190 revealed in Table 1 indicated an increase occurred beyond the .001 level of significance. Furthermore, each of the five questions displayed in Table 2 revealed significant increases. We may conclude, therefore, that as a result of this course students felt they could more effectively make decisions with regard to spending money, choosing a career, operating under stress, and organizing using time. Students strongly indicated an increase in their general ability to make decisions.

Questions six through then on the PPSDMS measured one's perceived ability to solve problems. As shown in Table 3 a t-ratio of 3.817 on the composite score was significant beyone the .001 level. Three of the five questions shown in Table 4 elicited significant increases. Students perceived that they were able to deal more efficiently with the things that caused them anxiety and could get along better with others especially when problems arose. The assumption was that students as a result of experiences in this course were able to improve their ability to solve personal problems.

T-ratios on pre and post test of the Personal Orientation Inventory revealed that of variables measured 11 significant increases beyond the .05 level occurred. Table 5 displays the obtained data. So one can see scores on inner direction rather than being guided by external influences.

Several other scores also increased: self-acceptance self-regard, capacity for intimate contact, spontaneity, existentiality, acceptance of aggression, self-actualizing value energy and time competence.

CONCLUSIONS

THE OVERALL CONCLUSION WAS THAT ALL THREE GOALS OF THE PERSONAL GROWTH COURSE WERE ACHIEVED. Some specific conclusions as a result of taking this course were as follows:

1. Students increased in their ability to solve personal and career problems.

2. Students increased their decision-making skills.

3. Students became more inner directed.

4. Students increased in existentiality. Existentiality measures one's flexibility in applying values or principles to one's life. It is a measure of one's ability to use good judgement in applying these general principles.

5. Students increased in self acceptance.

6. Students increased in their capacity for intimate contact

7. Students increased in their ability to accept maturally aggressive feeling behaviorally.

8. Students became more spontaneous. They were less fearful of expressing feelings behaviorally.

9. Students increased in ability to respond to their feelings. A higher score reflected an increase in sensitivity to one's own needs and feelings.

10. Students increased in their self-regard.

11. Students values moved sigrificantly toward the values of self-actualizing people.

12. Students increased in their ability to live in the present, to deal effectively with things in the present.

13. Students increased in their ability to be synergistic: to see both sides, to see opposites of life as meaningfully related.

14. Students did not change their view of the basic nature of man.

TABLE 1

DECISION-MAKING

Mean Pre-Test	Mean Post-Test	T-Ratio
6.221	6.391	6.190

* Significant Beyond .001 Level

TABLE 2

DECISION-MAKING

	Mean Pre-Test	Mean Post-Test	T-Ratio
1. Ability to make decisions regarding the spending of money.	6.521	7.956	3.099**
2. Ability to make decisions with regard to the kind of career you desire.	5.326	6.891	3.532***
3. Ability to make decisions under stress.	6.413	7.369	2.236*
4. Ability to organize and use time.	6.413	7.282	2.039
5. General ability to make decisions.	6.434	7.456	2.777**

Significance Level

* .05
** .01
*** .0001

TABLE 3

PROBLEM-SOLVING

Mean Pre-Test	Mean Post-Test	T-Ratio
6.221	6.973	3.817 *

* Significant Beyond .001 Level

TABLE 4

PROBLEM-SOLVING

	Mean Pre-Test	Mean Post-Test	T-Ratio
6. Ability to find solutions to things that cause you anxiety.	6.239	6.326	2.135 *
7. Ability to cope with pressure from the "BOSS"	6.869	7.301	1.318
8. Ability to get along with people who you do not like	5.369	6.717	2.820 **
9. Ability to help others who have problems.	7.217	7.217	.000
10. Ability to solve problems.	6.413	7.217	3.722

Significance Level

*	.05
**	.01
***	.001

TABLE 5

PERSONAL ORIENTATION INVENTORY

	Mean Pre-Test	Mean Post-Test	T-Score
Inner Direction	77.600	89.471	6.025 *
Existentiality	19.071	22.442	5.178 *
Self-Acceptance	13.942	16. 985	5.105 *
Capacity For Intimate Contact	16.714	19.771	4.549 *
Acceptance of Aggression	15.028	17.028	4.464 *
Spontaneity	11.528	13.500	4.401 *
Feeling Reactivity	14.757	16.614	4.359 *
Self-Regard	10.885	12.814	3.904 *
Self-Actualizing Value	19.142	20.814	3.527 *
Time Competence	15.457	17.142	3.014 *
Synergy	6.528	7.314	2.682 **
Nature of Man	10.971	11.685	1.854

*Significant Beyond .001 Level

**Significant Beyond .01 Level

APPENDIX A

Perception of Problem-Solving and Decision-Making Scale

Ability to make decisions regarding the spending o money

1 2 3 4 5 6 7 8 9 10

Ability to make decisions with regard to the kind of career you desire.

1 2 3 4 5 6 7 8 9 10

Ability to make decisions under stress.

1 2 3 4 5 6 7 8 9 10

Ability to organize and use time.

1 2 3 4 5 6 7 8 9 10

General ability to make decisions.

1 2 3 4 5 6 7 8 9 10

Ability to find solutions to things that cause you anxiety.

1 2 3 4 5 6 7 8 9 10

Ability to cope with pressure from the "BOSS".

1 2 3 4 5 6 7 8 9 10

Ability to get along with people who you do not like.

1 2 3 4 5 6 7 8 9 10

Ability to help others who have problems.

1 2 3 4 5 6 7 8 9 10

Ability to solve problems.

1 2 3 4 5 6 7 8 9 10

SESSION I

INTRODUCTION

Defining Goals

To facilitate your growth process, the following general goals for this course are listed. These goals will have a different meaning for each one of you. Look at them, think about them and then formulate a personal definition for each one. Write this meaning next to each goal.

1. To increase self-understanding and self-acceptance----

2. To refine problem-solving and decision-making skills----

3. To clarify values----

Read your definitions to the class and state your reasons for reaching these definitions. As for comments from others who have similar definitions.

To facilitate the achievement of these goals, we will undertake many activities that involve your sharing with and helping each other. The amount of energy that you choose to invest will be directly and positively related to the amount of growth you achieve during this course. Below is a list of things you should be able to do during or upon completion of this course.

* The individual will be able to demonstrate a perceived increase in self-understanding and self-acceptance.

* The individual will be able to demonstrate a perceived increase in knowledge of his or her personal values.

* The individual will be able to demonstrate a perceived increase in the ability to make decisions and solve problems.

* The individual will be able to construct a personal growth plan for their life.

Getting Acquainted

The meaning and essence of life is almost always found in relation to other human beings. It is not an essential requirement that modern man live in communion with his fellow man to grow, but when one is able to create a bond of fundamental relatedness with others the possibility for self-fulfillment is increased immeasurably.

Initial contact, the first encounter with another person, starts the development of an in-depth relationship for the benifit of both people. It involves a risk: a risk of being rejected, a risk of being involved, a risk of changing and ultimately the risk of growing through and with another person. During this exercise we will begin to get acquainted with each other. What transpires during the next few weeks may be a strange and exciting journey which leads each one of us to a higher level of personal development. It can also be a journey that challenges the very depths of our inner being to new and different ways of living and relating to the world.

Below is a list of words used to describe individuals. Pick the three which most accurately describe you. Divide into pairs and share with your partner the three words you chose. Describe some of the experiences which led to your seeing yourself this way.

Demanding	Bored	Frank	Quiet
Soft	Cautious	Honest	Restless
Aggressive	Cheerful	Helpful	Sarcastic
Unpredictable	Composed	Idealistic	Sentimental
Gentle	Conservative	Imaginative	Shrewd
Intuitive	Considerate	Immature	Shy
Generous	Critical	Independent	Stubborn
Arrogant	Dependent	Inflexible	Tense
Cold	Depressed	Open	Warmhearted
Sympathetic	Dominant	Opinionated	Wordy
Sincere	Easygoing	Opportunistic	Moody
Sensitive	Emotional	Optimistic	Caring
Alert	Enthusiastic	Overbearing	Loving
Angry	Expressive	Pessimistic	
Blunt	Extroverted	Practical	

Now get back into the large group and introduce your partner by telling the three words they chose.

Discuss with group members some of the events leading you to reach your description.

SESSION 2

SELF-ASSESSMENT

Self-Learning and Relationship-Learning

According to many psychologist the most important kind of learning is learning about yourself. In fact, this is possibly the most important aspect of personal growth.

Closely associated with self-learning in importance is learning how to relate to others.

When a person is able to learn effectively about himself or herself, others personal growth is greatly enhanced. In this next exercise we will explore some things concerned with these two kinds of learning.

Below list five things that you would like to learn about yourself.

Things I Would Like To Learn About Myself	Rank
1.	
2.	
3.	
4.	
5.	

Now go back and rank them in order of importance to you on the righthand side of the page. Look at the list and evaluate why these things are important to you. Present your list to the class for discussion.

List below five things that you would like to learn about other people.

Things I Would Like To Learn About Other People	Rank
1.	
2.	
3.	
4.	
5.	

Now go back and rank them in order of importance to you. Present these things to the class for discussion.

SESSION 3

AWARENESS OF WHERE YOU ARE IN YOUR LIFE

Some people live predominantly in the past. Still others live predominantly for the future. In both cases these individuals are avoiding a very important part of life--the present. Living predominatly for either the past or future tends to retard personal growth. When one is able to live fully in the present, he or she is in a better position to utilize the past and future to grow. In this session we will focus on the "here and now" in an effort to facilitate living in the present more effectively. We will explore where you are at the moment.

Describe to class members where you see yourself in the following areas. Be sure to concentrate on the present, not on where you have been or where you are going.

Career Development--

Relations On The Job--

Relationships With Friends--

Relationships With Family Members--

Understanding of Your Personal Meaning in Life--

How Others View You--

How You View Others--

Class members should make at least one response to you concerning these seven areas.

What three things would you like to communicate to the world within the next week? List them below.

1.

2.

3.

Present these to class members for discussion. Answer the following two questions to class members.

1. Why did I choose these three things?

2. What will be the results if I am able to communicate these things effectively?

What three things are you communicating most often to the world? List them below.

1.

2.

3.

Present these to the class for discussion. Answer the following two questions to class members.

1. What do I do specifically to communicate these things?

2. Why do I want to communicate these things?

Are the things you are communicating to the world and the things you would like to communicate the same? Why or why not? Discuss this with class members.

Write your answers to the following five questions and discuss with class members.

1. What one thing would you tell the world if you could?

2. What are your three greatest fears at the present time?

   (1)

   (2)

   (3)

3. What is the biggest struggle that you now have in your life?

4. If you could acquire five things that would bring you more happiness, what would they be? List them in order of importance.

   (1)

   (2)

   (3)

   (4)

   (5)

5. Name one thing you would have to do to obtain each of these five things.

   (1)

   (2)

   (3)

   (4)

   (5)

SESSION 4

CLARIFICATION OF LIFE GOALS

Both consciously and unconsciously, we establish life goals for ourselves. We may have a clear understanding of them or only a vague notion of what they are. In any event, life goals, goals we set out to achieve in life, exist in all of us, constantly changing and developing as we go about living. An understanding of our present life goals will aid us to focus on specific actions and behaviors which will facilitate the achievement of these life goals. This will result in less wasted effort and more goal-directed behavior.

In the following exercise we will clarify some of your present life goals.

List 10 things you would like to accomplish in life.

1.

2..

3.

4.

5.

6.

7.

8.

9.

10.

Divide into threes (3) and discuss these goals. Tell why it is important to you to accomplish them. After doing this, go back and choose your five most important goals and rank them in order of their importance to you.

1.

2.

3.

4.

5.

Present these to class members for discussion.

Now we will explore our daily actions in relation to the achievement of our life goals. On the following three pages there are time logs. Record your activities as well as you can remember them for the past three days.

Time Log

8:00-9:00------

9:00-10:00-----

10:00-11:00----

12:00-1:00 ----

1:00-2:00------

2:00-3:00------

3:00-4:00------

4:00-5:00------

5:00-6:00------

6:00-7:00------

7:00-8:00------

8:00-9:00------

9:00-10:00-----

10:00-11:00----

11:00-12:00----

After construction your log examine it closely. Below, list the specific things you did in the last three days which were directed toward achieving your five life goals.

1.

2.

3.

4.

5.

6.

7.

Give your time log for the past three days to a partner and let him or her read it carefully. Answer any questions he or she may have. Now have the partner write what he or she sees as your life goals based on the review of your time log. After doing this, have your partner give you his or her time log, and do the same with it.

1.

2.

3.

4.

5.

Discuss the following questions with your partner.

1. Do my actions match my life goals?

2. Does my partner see any other life goals?

On the following three pages, re-write your three days. Add or take away activities, or rearrange your days as you would to make them ideal days (within the realm of reason) if you had the power. After doing this, get with a partner and discuss the changes you made which will help you more effectively achieve your life goals.

Go back and look over this entire exercise. Review your original life goals. Are the goals you really want to achieve? Are they goals which should be broken down into several sub-goals.? Are they achieveable goals?

Reconsider each one of your five life goals. Re-state your five life goals as realistically as possible. Keep the above questions in mind.

1.

2.

3.

4.

5.

What one thing can you begin doing to achieve each life goals?

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Discuss with class members your final five life goals and the things you can begin doing to achieve each life goal.

SESSION 5

CLARIFICATION OF PERSONAL VALUES

We grow and learn form our many life experiences. Out of these experiences come certain guides to behavior called values. They are things which we assume a pro-attitude toward and are the predominant influencers of our behavior. Clarification and understanding of our values is, therefore, essential to good personal development. This exercise will assist in clarifying some of your personal values.

Below list each of your five life goals. Under each goal list three values which seem to be important to you in this life goal. After listing the values rank them on the right side of the page in order of importance.

LIFE GOAL ONE: RANK

1.

2.

3.

LIFE GOAL TWO: RANK

1.

2.

3.

LIFE GOAL THREE: RANK

1.

2.

3.

LIFE GOAL FOUR: RANK

1.

2.

3.

LIFE GOAL FIVE: RANK

1.

2.

3.

After listing and ranking the values, under each goal award 4 points for every value you ranked as number one, 2 for second and 1 point for third.

1.

2.

3.

4.

5.

6.

7.

8

9.

10.

11.

12.

13.

14.

15

Present these values to class members for discussion. Take the top three values and write them on a piece of paper. Pin them on your shirt so that all members of the class can see the values. Next, the class should divide into groups of those who have the most similar values. How this is done is determined by the class.

After dividing into groups, discuss with each group member the following questions.

1. Why are these three things important to you?

2. How are my values like yours?

3. How do my values differ?

SESSION 6

MY VALUE AS A PERSON

One value which is the base for all other values is your value as a person. The direction of your life is greatly influenced by the value you attach to yourself. In this exercise we will attempt to assess this value.

What are the three things which give your life the most meaning? List your answers below and then present them to class members for discussion.

1.

2.

3.

Discuss the following questions.

1. Why do these things give your life meaning

2. Are these things more important to you or to others?

Rank your worth on the following five things. That is, how valuable are you to the following. use these criteria for evaluation.

1-Very Low Value 5-Average Value 10-Very High Value

Your Job	Your Community	Your Family	Your Friends	Your Nation
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

List your three major accomplishments in life to date. Rank the value of each accomplishment.

ACCOMPLISHMENT 1:

1 2 3 4 5 6 7 8 9 10

ACCOMPLISHMENT 2:

1 2 3 4 5 6 7 8 9 10

ACCOMPLISHMENT 3:

1 2 3 4 5 6 7 8 9 10

Divide into pairs and discuss your individual value to your job, your community, your family, your friends and your nation. Also discuss your three accomplishments and the value you attached to them.

Now, all class members will come together. Find the average score for each accomplishment and for each value ranking, class member will discuss this. Use the following questions for discussion.

1. How do I rank within the class?
2. Did I overrate myself?
3. Did I underrate myself?

Physical appearance has much to do with our value as a person. If we do not accept our physical appearance or have a strong negative feeling about it, our personal worth will be greatly devalued. Some have argued that if we have a high value for ourselves we will automatically accept our physical appearance. Others have argued that if we do not have an acceptable physical appearance our personal value will be reduced no matter what other positive experience we may have. In this exercise we will explore some of the meanings attached to physical appearance.

What do you like about yourself physically?

What do you dislike about yourself physically?

Divide into pairs and discuss this with your partner. Ask the partner to give you feedback on the positive things about your physical appearance.

Now get back into the large group and share two positive things about your physical self.

1.

2.

In the rest of this exercise we will attempt to clarify a realistic value for the self. If we overvalue or undervalue ourselves this can present problems. On the other hand, if we are able to value ourselves realistically, then personal growth is enhanced.

Suppose an alien spaceship landed with the intent of taking only one class of students from this campus and destroying all other inhabitants of the earth. What reasons would you give as justification for your being one of those taken? List them below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Discuss these reasons with class members.

From the above exercises what five things do you seem to value most about yourself as a person?

1.

2.

3.

4.

5.

Discuss these things with class members.

SESSION 7

UNDERSTANDING MY COMMUNICATION STYLE

Communication is an unavoidable aspect of human existence. Whether we want to or not, we are always communicating something to others. Furthermore, communication is complex and multifaceted. Miscommunication, our inability to communicate what we want to communicate, often retards or destroys our growth. Thus, it is important that we have an understanding of the ways we characteristically communicate with others. This can be described as our communication style.

The following 30 statements will help you identify the communication style which is most characteristic of you. Read each statement carefully, and place a check by each statement with which you agree. After doing this, pick the communication style which is most characteristic of you. You may or may not agree with every statement contained in the style you choose, but simply choose the set of statements which seems to fit you best. Keep in mind that each of the three styles of communication is employed successfully by individuals and there is no one best communication style.

COMMUNICATION STYLE 1

_____1. When talking with a person I like to deal predominantly with the facts instead of with that person's feelings.

_____2. I thank it is important to be as logical and realistic as possible when talking with a person about an important matter.

_____3. I thank that when communicating with a person it is not always necessary for that person to like me. In fact, it is not necessary that anyone like me in order for me to communicate effectively with that person.

_____4. Most people's problems are their own making.

_____5. When I have a problem with another person I try to develop a clear solution to the problem.

_____6. When I am having a problem with another person I think it is important to deal with the other in a direct and forthright manner.

_____7. In most cases I do not get upset when another person does not like me.

_____8. When I am having an argument with another person, after a while I usually stop and try to analyze the problem.

_____9. Over-emotional people often try to manipulate others by using their emotions to make others feel uncomfortable enough to give them their way.

_____10. To communicate effectively with others a person must take responsibility for the things he or she communicates and avoid blaming others.

COMMUNICATION STYLE 2

_____1. When someone does something I like I try to let that person know about it almost immediately.

_____2. When people get annoyed at me for no apparent reason it is probably due to their past negative experiences with someone like me.

_____3. Sometimes it is just best to ignore some problems.

_____4. It is very important for me to give my friends some sort of gift on very special occasions.

_____5. When I have completed a project or activity in which I think I have achieved something, I like to celebrate.

_____6. Sometimes I get angry at another person so that he or she will realize that I mean business.

_____7. I am very careful to distinguish between words and actions. (Actions speak louder than words). What a person does is more important to me than what he or she says.

_____9. Over-emotional people often try to manipulate others by using their emotions to make others feel uncomfortable enough to give them their way.

_____10. To communicate effectively with others a person must take responsibility for the things he or she communicates, and avoid blaming others.

COMMUNICATION STYLE 2

_____1. When someone does something I like I try to let that person know about it almost immediately.

_____2. When people get annoyed at me for no apparent reason it it probably due to their past negative experiences with someone like me.

_____3. Sometimes it is just best to ignore some problems.

_____4. It is very important for me to give my friends some sort of gift on very special occasions.

_____5. When I have completed a project or activity in which I think I have achieved something, I like to celebrate.

_____6. Sometimes I get angry at another person so that he or she will realize that I mean business.

_____7. I am very careful to distinguish between words and actions. Actions speak louder than words. What a person does is more important to me than what he or she says.

_____8. When people achieve something they usually feel better about themselves. People must achieve something significant in their lives in order to have an adequate view of themselves.

_____9. When I want another person to do something the best way is to set up the conditions in which, if they perform as I wish, they will get some sort of reward.

_____10. People should look around at all the opportunities which may bring them happiness and then seek to find constructive ways to take advantage of these opportunities.

COMMUNICATION STYLE 3

_____1. It is extremely important to try to understand others no matter how abnormal their behavior seems to be.

_____2. My feelings are more important than anyone else's.

_____3. It is not important to try to change yourself or others. It is more important to accept yourself and others.

_____4. When talking with another person I am usually sucessful in not judging the other person.

_____5. When talking with another person I deal predominantly with that person feelings instead of the facts.

_____6. I find it very rewarding to accept another person with no strings attached. And, I try to do this with the people I encounter.

_____7. About 99.9% of the people will not try to take advantage of you even if given a chance.

_____8. Most people try to do what is right even though it may hurt them.

_____9. Being oneself is moreimportant than considering your friends' feelings.

_____10. I can communicate with others more effectively if I concentrate on understanding myself first instead of understanding the other person.

COMMUNICATION STYLE 1

Those who identified closely with communication style 1 are likely to communicate predominantly with others on the basis of facts and issues. You tend to be very practical and will probably be bugged by those who make illogical decisions. You will often appeal to your friends by reasoning with them. Also you will probably be very careful not to allow emotions to interfere with good communications. You will in most instances be very forthright, assertive and even aggressive at times when communicating directly with others. You try expecially hard to make sense out of what is going on. Many times you may give the appearance of being confident and self-assured. You think sympathy and the "bleeding heart" approach to others is a waste of time. What people really need to do is to stand up for long because you challenge their behavior and they either change or are no longer your friends.

COMMUNICATION STYLE 2

In communication style 2 the use of rewards is extremely important. When another person does something to please you, you are quick to compliment him or her. Dates and events are very special, so you usually keep account of dates important to your friends. You have the most fun in celebrating some successful achievement with another. Figuring out ways to advance on the job is usually important to you. You are very good at noticing other peoples' behavior and have a strong belief that friends must help each other or not remain friends. If a person does something you do not like, you usually figure out a way to see that the person is in some way punished. In this conscious of the rewards in a situation. You may tend to set up situations in which friends can compliment you.

COMMUNICATION STYLE 3

Communication style 3 shows a less aggressive and more quiet approach to people. You like to listen first before plunging into a relationship. Other people's feelings are paramount to you. You usually attempt to understand how another person is seeing the situation to the extent that you do not get a chance to put in your point of view. Sometimes you wish you were a little more outgoing. You will probably show anger only on rare occasions. When talking with another person you will often be thinking about how you feel in relation to the situation. You may be quick to tell others how you feel, but not in an aggressive sense. Aggressive people may often take you to be a passive person and an easy target even though this may not be the case.

After identifying your communication style do not disclose it to other class members. Other class members are to write down on a separate piece of paper the particular style which they think is most characteristic of you and give it to you. Every class member should do this with every other. Each person then adds up the number of right predictions and the number of wrong predictions about communication style. The average number for the whole class is not calculated. Discuss with class members the following questions.

1. Did the class see my communication style the same way that I did?

2. Why did I choose that particular style?

3. What are the reasons that class members saw a particular style as mine?

Now divide into groups according to the communication style that you chose. Discuss the following questions.

1. How are we alike in communication styles?

2. How do we differ in communication styles?

After discussing this with your group, look over the 30 communication style statements again. Pick the five statements with which you most agree. List them below. You may re-write them to fit you better or you may want to add to them. In any event, write the five statements which best describe the way you feel.

1.

2.

3.

4.

5.

In the next segment we will explore our communication style as it relates to our close acquaintances. Below, list three close acquaintances. On the right-hand side of the page name the communication style you think the person exhibits.

Communication Style

1.

2.

3.

Are these styles similar or disimilar to yours? Explain your answer to class members.

Although you may have a distinct communication style, the amount and quality of communications may be determined by the way you initiate communications with others. Consequently, in-depth communications. The following is a list of ways one may initiate communications. Check the ones most characteristic of you in initiating communication with the three qcquaintances listed previously.

_____1. When I don't understand a statement I immediately ask for clarification.

_____2. I usually speak first when I meet someone.

_____3. I usually tell the person how I feel about the situtation without being asked.

_____4. I am usually firm in stating my position first.

_____5. I can communicate better after I have stated my position.

_____6. When I don't understand a statement I usually wait to see if subsequent communications will clear it up.

_____7. I usually wait to be asked before I tell them how I feel.

_____8. I don't usually speak first when I meet another person.

_____9. It is best to let them state their position before I state mine.

_____10. By hearing your position first, I can communicate better.

The above statements show whether you are aggressive or casual in initiating communications with another person. The first five statements are considered more aggressive ways of initiating communication, while the last five represent a more casual approach. Determine whether your style is more causal or aggressive. Discuss this with class members after each class member has written on a piece of paper the style most characteristic of you.

Summarize to class members in a two-minute speech what you have learned about your communication style during these exercises.

SESSION 8

AN EXERCISE IN COMMUNICATIONS

There are three basic components to good communications with another person. The first component is setting up the conditions in which another person can communicate with us or at least has an open opportunity to communicate. The second is the intensity with which we listen to another person. And the third is the way we express ourselves to another person.

Setting Up Conditions For Good Communications

Giving our full attention to another person is extremely important in good communications. This means looking at the other person with strong eye contact. It means filtering out all extraneous influences and concentrating on communicating. When this is done you have shown the person that you are willing to communicate.

Another important way of setting up conditions for good communications is to ask open-ended questions such as:

Would you like to tell me more about that?

Is this something important to you?

Could you tell me more?

These questions communicate enough concern so the other person knows they have a "listening ear".

Another way to set up conditions for good communications is using "minimal encourages" to talk: works and phrases such as "um-hmmm" "Oh?" "So?", "Then" Tell me more," "How did you feel about that?" "Give me an example." What does that mean to you?

Intensity of Listening

One of the greatest deterrents to effective listening, according to the famous psychologist, Carl Rogers, is our tendency to evaluate. We all have a very natural inclination to judge, to evaluate, to approve or disapprove the statements or opinions of another person. This inclination is even greater, unfortunately, in those situations in which feelings and emotions are deeply involved. Hence, the stronger our feelings and emotions are the more likely we are to judge without considering the other person's side.

If haveing a tendency to evaluate takes away from good communications, then the logival conclusinn is that we must attempt to listen with understanding non-evaluatively. This means listening to the other person's ideas as they are expressed in a concerted effort to understand them--

not judge them. Rogers calls this ability to put yourself in another person's position and to see the situation as the other is seeing it, empathy. Thus, empathy is important to good communications.

Responding

Effective communications means being an active listener. A good communications and communicated empathy through good listening, but ultimately he or she must interact verbally in an ongoing manner in order to be effective.

The following exercise will concentrate on listening and responding.

Keep in mind the following principles when participating in this exercise in communication.

When listening focus on the following:

1. Give your full attention to the person to whom you are listening. Look directly into the persons eyes. Tune out everything else except the person.

2. Listening for feelings behind the words.

3. Try to understand what the person is saying--do not evaluate or judge.

When communicating back (responding), focus on the following:

1. Communicating back how you think the person felt about what he or she said.

2. Summarize those feelings which you think you clearly understand and state those things which you are unsure about.

Now we will participate in a three-step communication exercise designed to assist in developing communication skills by using the above principles.

Step 1

Divide into pairs. Allow your partner to talk first. The other person has three minutes to tell you what he or she likes or dislikes about his or her present life. You are to listen but are not to respond verbally until the three minutes are up. You have one minute to communicate back to your partner what you heard your partner saying. Be sure to use the above principles when listening and communicating back.

Step 2

Now the partner has three minutes to tell you what he or she likes and dislikes about himself or herself and you have one minute to communicate back.

After completing these three steps spend five minutes talking with your partner concerning the following questions.

1. How did it feel to talk three minutes and then get back some communication?

2. Compare the communication you got back with what you were actually trying to say. Did it match? What were the discrepancies?

When communicating back (responding), focus on the following:

1. Communicate back how you think the person felt about what he or she said.

2. Summarize those feelings which you think you clearly understand and state those things which you are unsure about.

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Now the partner has three minutes to tell you what he or she likes and dislikes about himself or herself and you have one minute to communicate back.

After completing these three steps spend five minutes talking with your partner concerning the following questions.

1. How did it feel to talk three minutes and then get back some communication?

2. Compare the communication you got back with what you were actually tying to say. Did it match? What were the discrepancies?

Now reverse the roles and go through the same process again this time you talk and your partner listens.

After completion of this exercise, all class members come back together and discuss the following questions.

1. How did you feel about the exercise?

2. Do you think this way of listening was more difficult than your normal way of listening?

3. By focusing on feelings were you able to pick up things that were of more meaning to others?

Using the same principles of communications look at the following questions. We will go around the group and each person will be allowed to ask one question from this list to anyone in the class. The person being asked the question may or may not wish to answer the question. However, before you ask the person a question you must be willing to answer the question if the person you are asking it to wishes you to answer it.

Questions

1. What was your first impression of me?

2. What do you think about your present job?

3. What would you like to know about that puzzles you?

4. How competent do you see me in my job?

5. What are you up to?

6. What do you think of me?

7. What kind of person at work causes you to get angry?

8. What kind of job do you see yourself doing 10 years from now?

9. What kind of job do you see yourself doing 10 years from now?

10. What have you observed that we have in common?

11. How satisfied are you with yourself?

12. What is your biggest difficulty in communicating with others?

13. What would you like to be your major achievement in life.

14. What three people in your life do you love the most?

15. Do you think that I need to be more assertive?

16. Do you think that I am a giver or a taker?

17. What are two things that you would like to see me do in order to improve myself?

18. Which one of the two do I seem to be, secure or insecure?

19. What do you like about me?

20. What do you think will happen to me in the future?

As a conclusion to this exercise in communication, we will pick one person at a time and each one of us will communicate <u>one</u> positive thing to them.
We will communicate to them one positive trait that we see in their communication style.

SESSION 9

EXPLORING MY RELATIONSHIPS WITH OTHERS

Robert Weiss and Associates at the Department of Psychiatry of the Harvard Medical School studied the lives of people who had been uprooted by broken marriages, by retirement, and by moving substantial distances. From these studies they concluded that people need human relationships to increase their sense of well-being. Thus, human relationships serve the function of providing us with a sense of well-being.

Weiss and Associates identified several categories of relationships which serve a function of providing us with a sense of well-being. Four of them will be presented and explored in this session. The four functions are described as follows:

1. Knowing people who share our concerns.

   As we live we develop common concerns with our acquaintences. These shared concerns are important in preventing us from developing a feeling of social isolation and the accompanying feeling of boredom and meaninglessness.

2. Knowing people we can depend upon in a pinch.

   In the past we have been able to depend upon relatives for this kind of relationship, but with increased mobility of our society and the increased dispersion of families across the U.S. we are forced to find others to assist us in a time of need. If we do not have these kinds of relationships we may develop a sense of anxiety and vulnerability.

3. Having one or more really close friends.

   We must have one or more close friends with whom we can share our inner most feelings. They must be people to whom we have ready access. According to Weiss, such relationships serve the vital function of providing us with our need for intimacy. Without intimate relationships we may experience a deep sense of loneliness.

4. Knowing people who respect our competence.

   We need these kinds of relationships to reassure us about our self-worth. We may gradually win the respect of fellow workers or respect from achieving a successful family life, etc. In any event, the absence of these kinds of relationships greatly decreases our self-esteem.

We will now explore these four kinds of relationships with respect to our own lives.

Knowing People Who Share Our Concerns

List below any organization in which you are currently a member. Beside each organization name the primary concern you are expressing.

	Organization	Concern
1.		
2.		
3.		
4.		
5.		
6.		
7.		

In the past two years have you attended any meeting concerning local or national issues? If yes, list them below and state your primary concern.

	Meeting	Concern
1.		
2.		
3.		
4.		
5.		

If your answer was no, list below some meetings held in the last two years which expressed your concerns.

	Meeting	Concern
1.		
2.		
3.		
4.		
5.		

What are your four major concerns in life at the moment?

1.

2.

3.

4.

5.

Divide into groups of four and share your answer to these four questions with group members. Pick the one person in your group whom you think most shares your concerns.

Next, pick your major concern at the moment and present it to the entire class. Class members should discuss how their major concerns are similar and group themselves into groups according to members who have the major concern most similar to theirs. Spend several minutes talking about why you choose this one concern.

As a conclusion, list five people outside this group who most share your concerns. Why do they share your concerns?

Reasons for sharing your concerns

1.

2.

3.

4.

5.

Knowing People We Can Depend On In A Pinch

If you were to become ill, who do you think would be personally concerned? List at least seven people and why they would be concerned.

Concerned Person	Reason They Are Concerned
1.	
2.	
3.	
4.	
5.	
6.	
7.	

If you needed someone to check your house daily for a week while you were on vacation with your family what people could you depend on?

1.

2.

3.

4.

5.

If you had an emergency need of $75.00 until payday next week, who are some people you would ask for a loan?

1.

2.

3.

4.

5.

Divide into groups of four and discuss the above statements. After talking about them for a few minutes discuss the following questions.

1. Did you find it easy to name people whom you could call in a pinch?

2. Why did you choose these people? State some of your reasons.

3. Can these people depend upon you equally in a pinch? Why or why not?

Having One Or More Really Close Friends

Name five people you regard as close friends. Why do you think each one is a friend?

Friend	Reason For Friendship
1.	
2.	
3.	
4.	
5.	

Do you sometimes wish you had more personal friends? Explain your answer.

When (or, if) you have a problem in the following areas with what friend or friends would you probably talk? Name some beside each area.

Marriage-

Job-

Religion-

Feeling Lonely-

Feeling Depressed-

Not getting Enough Self-Satisfaction Out of Life-

State your definition of a friend.

Share the above things with the class. Tell the class your reasons for your responses to the above questions.

Knowing People Who Respect Our Competence

Name three people who respect your competence in each of the following areas.

Job

1.

2.

3.

As A Friend

1.

2.

3.

As A Productive Person

1.

2.

3.

Discuss these with class members. Also answer the following questions with class members.

1. How competent do I feel as a person?
2. How do group members see me with regard to my overall comptencies?

SESSION 10

ANALYSIS OF STRENGTHS AND WEAKNESSES

In our cluture we zero in on overcoming our weaknesses and often become very adept at identifying them. Strengths are often overlooked. In this session we will take a different approach by concentrating upon our strengths. We will focus on identification of our strengths instead of overcoming our weaknesses are, in fact, weaknesses or are simply strengths disguised as weaknesses.

List five of your strengths.

1.

2.

3.

4.

5.

Each class member will now tell you one strength he or she sees you. Write down the strength as they tell it to you if it is not listed above.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What do you see as your five greatest weaknesses?

1.

2.

3.

4.

5.

Now let's look at these weaknesses from a positive point of view. Take the position that each weakness listed above is, in actuality a strength. Re-write each weakness from the point of view that it is a strength.

1.

2.

3.

4.

5.

Read these two lists to class members and discuss your reasons for writing these as weaknesses and how they can be used as strength.

Look over this exercise to this point. Reconsider what you think are your five greatest strengths. List them below and tell class members how they seem to serve you best.

	Strength	How They Serve Me Best
1.		
2.		
3.		
4.		
5.		

SESSION 11

ANALYSIS OF PERSONAL COMMITMENTS

A decision to assume an obligation is called a commitment. The kinds of commitments we choose to make have a significant impact upon our present and future happiness in both subtle and conspicious ways. There are some commitments which we would not negotiate under any circumstances while there are others we would be willing to re-negotiate or change.

Behind every commitment is a payoff. We do not commit ourselves to anything unless we think that some kind of reward is forthcoming. Payoffs may come in the form of material objects or in the form of intagibles such as a good feeling of self-worth.

In this session we will explore some of our commitments and the various payoffs associated with these commitments.

Is there any circumstance in which you would take your own life?

Yes No (Circle one)

List five commitments (obligations) that you seem to have by your yes or no answer. Also list the possible payoff (reward) associated with each commitment.

Commitment	Payoff
1.	
2.	
3.	
4.	
5.	

Is there more than one profession (any job in which you choose to work) that you would like to work at during your lifetime?

Yes No (Circle one)

List the five commitments that you seem to have by your yes or no answer and the possible payoff.

Commitment	Payoff
1.	
2.	

3.

4.

5.

Do you think it would help your personal growth to be obligated to any one person for a lifetime?

Yes No (Circle one)

List five commitments that you seem to have by your yes or no answer.

Commitment	Payoff
1.	
2.	
3.	
4.	
5.	

Divide into pairs and share the fifteen commitments you have listed with your partner. Take time to discuss in addition the following questions.

1. What are some of your reasons for making these commitments?

2. What payoffs (rewards) seem to be important to you? Are they predominantly materialistic or predominantly intangible?

3. Which commitments do you feel that best about?

After discussing your commitments with a partner, have the partner list what seem to him or her to be your three major commitments at the present time.

1.

2.

3.

Go back and read over this exercise after all three questions have been answered and explored. List below three commitments that you absolutely would not change at the present time.

1.

2.

3.

Next list three commitments you are reasonably sure about but would perhaps change.

1.

2.

3.

Read these commitments to the class. Answer the following questions.

1. Why would you not change the three commitments?

2. Why would you possibly change the three commitments?

SESSION 12

IDENTIFICATION OF PERSONAL PROBLEMS

To cope effectively with our problems, we must first be able to identify them clearly. On the surface this seems to be a simple task. All we have to do is name those things which are creating anxiety for us, and presto, we have a list of problems. However, this approach does not always work. What we identify as a problem may be a complicated cluster of many interrelated sub-problems, which fact makes solutions even more complicated and difficult.

In this exercise we will identify some of your most pressing problems, develop some potential solutions, and identify behavioral changes necessary for the solving of these problems.

Below, list five problems that you would like to have solved.

PROBLEM 1:

PROBLEM 2:

PROBLEM 3:

PROBLEM 4:

PROBLEM 5:

Divide into groups of four and state these five problems to group members. Discuss the following questions.

1. Why do I want this problem solved?
2. What other problems are created by not having these five problems solved?
3. How are each person's problems in the group similar and dissimilar?

After discussing this with group members, re-state you five problems using different words. Rank the problems in order of importance. Below each problem you are to list two potential solutions upon completion of discussion. Each group member is to tell you one potential solution for each problem. You then write the two potential solutions that you think may work.

PROBLEM 1:

(1)

(2)

PROBLEM 2:

(1)

(2)

PROBLEM 3:

(1)

(2)

PROBLEM 4:

(1)

(2)

PROBLEM 5:

(1)

(2)

List some of the decisions you will have to make regarding the solving of each problem.

PROBLEM 1:

PROBLEM 2:

PROBLEM 3:

PROBLEM 4:

PROBLEM 5:

What behaviors will you have to change to solve each of these problems? List at least five below.

1.

2.

3.

4.

5.

Discuss these two questions with class members.

SESSION 13

DETERMINING MY LIFE STYLE

A life style is a particular way of living. It is distinctive and characteristic mode of action. It is, in essence, a way of life; a way of life which in many cases is an expression of the inner self. If we are not happy with our life style, we must first determine what kind of life style we want. If we have ascertained a desired life style we can then begin to make plans to achieve the kind of life we prefer. In this session we will explore and clarify your desired life style.

Describe to group members what a good life means to you. Summarize the "good life" below.

Answer this question after describing the good life to other class members: Does your life currently match the good life that you have described?

Describe below your life style on the following continuum. Circle one of the vertical lines along the continuum.

Conservative _____ Liberal

Materialistic _____ Non-Materialistic

Working Primarily for Money _____ Working Primarily for Self

Leisure _____ Work

People _____ Things

Religious _____ Athiest

In the space below write a description of your view of an ideal life style.

The description will be taken up and read to the class anonymously by a class member. Each person is to write down whom they perceive this to be. The following question will be discussed.

1. What do you perceive this person to be like on the basis of description?

2. What is this person saying by or through this life style?

3. What justifies this person's existence?

After discussion of each life style, have the member identify himself or herself and discuss his or her feelings.

SESSION 14

ASSESSMENT OF SELF-LEARNING AND INTERPERSONAL-LEARNING

Look back at session two where you listed five things you would like to learn about yourself and five things you would like to learn about others. Which things have you learned? List them below.

What I learned About Myself	What I Learned About Others
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

What have you learned about yourself from participation in this class?

1.

2.

3.

What have you learned about others from participation in this class?

1.

2.

3.

Divide into two groups and discuss these learnings. After the discussion, come back into the large group and tell the class what you would tell a freiend about the value of participating in this group experience.

This session should have helped you pull together some things which you have learned in previous sessions. The next two sessions will be designed to help you apply these learnings.

SESSIONS 15 and 16

DEVELOPMENT OF BASIC COMMITMENT GROWTH PLAN

Personal growth is a difficult and complex process surrounded by many contingencies and uncertainties. It is not easy to decide which way to go. Many people choose to go through life unhappy with their present condition and more or less resign themselves to their unhappy fate. Many people complain about not knowing what to do in life, never knowing what will make them happy. It seems that many people are content with not knowing. They are content to be unhappy.

Only a few decide to be happy. Once the decision is made then action always follows which can lead ultimately to happiness. Before you begin these next two sessions think about what you have decided. Have you decided not to be happy? Or, have you decided to be happy?

Yes No (Circle One)

Unless you have decided to pursue those things which will make you happy, those which will help you fulfill your potential, you will have to be content with being unhappy.

You should be cautioned at this point that personal growth requires an investment of time and energy. It requires you to be willing to make some choices honestly and realistically. The next two sessions will help you develop a personal growth plan for your life for the next six months.
THESE TWO SESSIONS ARE GOING TO REQUIRE YOUR CONTINUOUS MAXIMUM EFFORT IF YOU ARE TO BE SUCCESSFUL.

List 10 objectives that you want to achieve in the next six months which will benefit your PERSONAL GROWTH. We will call these personal growth objectives.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Divide into pairs and describe 10 objectives to your partner. Answer the following questions about each objective.

1. Is this objective achievable in the next six months?
2. Do I really want to achieve this objective?
3. Does this objective help achieve my life goals? (See Session 4).
4. Is this objective compatible with my personal values? (See session 5 and 6).
5. Is this objective in line with my communication style? (See session 7 and 8).
6. Do I have the personal strengths to achieve this objective? (See session 10).
7. Is this objective compatible with my personal problems? (See session 11).
8. Will this objective help solve some of my personal problems? (See session 12).
9. Will this objective help me to move toward the life style I desire? (See session 13).

These questions should be discussed at length with your partner. In turn, your partner should discuss his or her objectives with you.

Now eliminate three of the ten objectives. Eliminate those objectives which seem least important to you.

On the following pages is space for listing each of the seven objectives that are left and a Development Plan below for each objective.

Divide into groups of three and re-write each objective. Read it to other members of the group. If they understand it clearly, proceed to the next objective. If they do not understand the objective, re-write it until it is clear to the other two members. Each member of the group should do this until all three have written, in a clear, concise and understandable way, all seven objectives in the appropriate space on the following pages.

After writing all seven objectives, complete the Development Plan for objective one. Divide into pairs and read your plan to your partner. Answer any questions that the partner might have. After you and your partner have completed the Development Plan for objective one, find a new partner and complete the Developmental Plan for objective two. Continue this procedure until all seven plans are developed for each class member.

OBJECTIVE

DEVELOPMENTAL PLAN

What will happen if this objective is achieved?

What will happen if this objective is not achieved?

How much time will achievement of this objective take? (How many hours of time)?

Does this objective require that someone else change? If yes, in what ways do they have to change and how do you plan to get them to change? Be specific.

Does achievement of this objective require money? If so, how much?

Describe exactly how you plan to achieve this objective in a five step sequence.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Are there any other suggestions that your partner has made which will help you achieve this objective?

1.

2.

3.

4.

5.

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